

PPTA

NEW ZEALAND POST PRIMARY
TEACHERS' ASSOCIATION
TE WEHENGARUA

www.ppta.org.nz

PPTA Pasifika



Handbook

August 2015

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History of the PPTA Pasifika network

- The Pasifika network began in 1981 with the establishment of MEAC (Multi-Cultural Education Advisory Committee – 6 Māori and 4 Pasifika members).
- In 1985 the first PPTA Pasifika teachers conference was held at Ngā Taupuwae College.
- In 1986 MEAC was dissolved to form Te Huarahi Māori Motuhake and the Pacific Islands Advisory Committee.
- This committee was renamed Komiti Pasifika after the 1989 PPTA annual conference, at which members approved the position of a Pasifika executive member.
- A second PPTA Pacific Islands teachers conference was held in 1993.
- In 1996 Pasifika educational issues became a separate priority: “The promotion of a plan for improving Pacific Islands secondary education”.
- PPTA held a third conference in April 1997, at which initiatives and strategies to improve secondary school educational opportunities for both Pasifika students and teachers were discussed.
- In 2006 the fourth Pasifika conference, PPTA Pasifika – Voyaging the Future was held in Auckland and was a great success.
- In 2009 the fifth Pasifika conference, PPTA Pasifika – The Niu Generation was held at Waipuna Conference Centre 16 - 17 July.
- At the 2010 PPTA Annual Conference the Komiti Pasifika presented a paper; *Mind your language - Our responsibility to protect and promote Pacific Islands languages in New Zealand* as part of a National Languages Policy. The conference unanimously endorsed the recommendations of this paper that supported the following:
 - Human Rights Commission proposal on the establishment of a National Languages Policy.
 - The development of a Pacific languages strategy designed to implement the Pacific provisions of the National Languages Policy.
 - Enabling Pasifika students to learn and use their heritage languages and culture within the New Zealand education system.
- In 2010 the komiti consulted with Pasifika members and put forward claims for the secondary and area school teachers collective agreement bargaining round. One of these was successful in the 2011 settlement of both agreements, and schools are currently applying (via principals) to PPTA for the first round of 30 release days for teachers to attend Polyfests with their students.
- In 2012 the sixth PPTA Pasifika conference, *Pasifika Voices – speak up, speak out, speak loud!* was held at the Waipuna Conference Centre.
- In 2014 the seventh PPTA Pasifika conference *Lalaga Making Connections-past-present-future* was held at the Holiday Inn, Auckland Airport.



PPTA Komiti Pasifika

PPTA recognises the particular needs of Pasifika teachers and students, and is committed to the promotion of policies and programmes to address their professional, industrial and cultural issues. This work is co-ordinated nationally through PPTA's Komiti Pasifika which is made up of representatives from around the country, four from the northern area and two from the southern.

Komiti Pasifika also works to build Pasifika teacher networks within PPTA and Pasifika union networks by undertaking the following activities.

- Liaison and communication with PPTA Pasifika teachers in their area.
- Promoting the views of Pasifika teacher colleagues at Komiti Pasifika meetings.
- Contributing to national PPTA activities and conferences. In 2008 the Komiti presented a workshop on teaching Pasifika students at PPTA's professional conference in April and a Pasifika dance workshop at the PPTA's Māori teachers' conference in July.
- Co-ordinating efforts to improve the educational opportunities of Pasifika secondary school students.
- Taking part in PPTA regional activities.
- Council of Trade Unions (CTU) Komiti Pasifika involvement and inter-union activities.
- Liaison with Ministry of Pacific Islands Affairs.
- Liaison with the Pasifika education section of the Ministry of Education
- Liaison with Learning Media.
- Participation in the Council of Pacific Education (COPE).
- Supporting teachers in Pasifika events such as the Auckland Pacific Festival.
- Working with the Pacific Nations Educators Association (PNEA).
- Co-ordinating activities with PPTA's Māori executive - Te Huarahi Māori Motuhake.

Pasifika members in branches and regions are encouraged to communicate with their Komiti Pasifika representatives and to forward issues they would like the group to consider and address.

Komiti Pasifika contacts in 2015

Natalie Faitala

Wesley College, PO Box 58, Pukekohe
 School Ph: 09 237 0224 School Fax: 09 238 3582
 Email: nfaitala@ppta.org.nz

Thom Faleolo

James Cook High School, PO Box 75647, Manurewa, Auckland
 School Ph: 09 268 3950 School Fax: 09 268 3951
 Email: tfaleolo@jchs.school.nz

Pushpa Reddy

Waikato Diocesan School for Girls, Private Bag 3051, Waikato Mail Centre
 School Ph: 07 855 2038 School Fax: 07 855 2039
 Email: pbdeo@orcon.net.nz

Maria Lemalie

Shirley Boys' High School, PO Box 27025, Shirley, Christchurch
 School Ph: 03 375 7057 School Fax: 03 385 3934
 Email: mel@shirley.school.nz

Sinapi Taeao

Sacred Heart College, 65 Laings Road, Lower Hutt 5010
 School Ph: 04 566 1089 School Fax: 04 569 4223
 Email: taeaos@sacredheartcollege.school.nz

Andrew Barron

Field Officer
 PPTA Field Office (Auckland), PO Box 52 006, Auckland
 Office Ph: 09 815 8610 Office Fax: 09 815 8612
 Email: abarron@ppta.org.nz

Doug Clark

Advisory Officer
 PPTA National Office, PO Box 2119, Wellington
 Office Ph: 04 913 4229 Office Fax: 04 382 8763
 Email: dclark@ppta.org.nz



Becoming active through networks

There are active PPTA Komiti Pasifika local groups in both Auckland and Wellington. If you are a Pasifika teacher outside Wellington/Hutt Valley and Auckland and would like to join the PPTA Pasifika network, please contact one of the Komiti Pasifika members (p5) or contact Doug Clark at PPTA national office (p5).

The Pasifika network encourages Pasifika teachers to seek nomination as regional Pasifika co-ordinators in their PPTA regions so that all regions have representation (currently in 2015, only five regions do!). All Pasifika teachers are urged to contribute to the PPTA Pasifika network by participating in regional Komiti Pasifika meetings where possible, or volunteering as a local Pasifika contact person.

PPTA national office maintains a "Pasifika electoral roll". This roll is used for elections for Komiti Pasifika positions and so that members can be contacted and consulted on issues of concern to them.

Members are also encouraged to participate in the CTU Pasifika network, and to attend PPTA employment relations training and branch and regional seminars whenever possible.

When there is an issue of particular significance to Pasifika teachers in branches, regions or nationally, the PPTA Pasifika network is useful to gain support and share information and resources in addressing the issue.

"Networks are an essential part of all power and especially politics. More deals are done and achieved because people know and trust one another, and can call on one other to influence a decision, than because of the truth or justice of a cause, a passionate speech, a learned book, or a law suit (though these at least get you some attention)."

The Women's Power Handbook
Joan Kirner and Moira Rayner, 1999 p.273



Recruiting new Pasifika members

Unions do not become stronger by becoming smaller so recruitment is a vital part of organising within your PPTA branch. Teacher members have always recruited new teachers to their schools, and unions have found often the most effective members to do the recruiting are members from similar ethnic, cultural or gender groups. Pasifika members can therefore play a vital role in approaching new Pasifika teachers with information about PPTA and inviting them to join.

The following is a handy guide to recruiting beginning or existing Pasifika teachers to join PPTA.

Be prepared

- Know the benefits of belonging to PPTA – including information on the Pasifika network.
- Keep up to date through reading PPTA publications such as *PPTA News*, *Collective News*, visiting PPTA's website www.ppta.org.nz and our Facebook page PPTA Pasifika.
- Have a supply of membership forms, booklets, and Education Benevolent Society (EBS) forms. Ensure they tick the Pasifika Electoral Roll box.
- Work with others (elected members and staff).
- Have a known Pasifika contact person in your branch wherever possible.

Step by Step

- Plan your approach.
- Be low-key and friendly.
- Listen without interrupting.
- Respect views and avoid arguments.
- A copy of the latest *PPTA News* may be a starting place for initiating discussion.
- Talk about PPTA's strengths and achievements
- Where there is a specific issue of concern at your school, invite Pasifika teachers to come to a meeting to discuss it.

Dealing with Responses

Some people you approach will join at once, others make it very clear they are not interested. There may be responses anywhere between these two extremes. Common sense and a friendly open approach works best in recruiting women members. Avoid a hard sell; it rarely works. Stick to the basic benefit of promoting collective strength and unity. A good general rule is no more than three approaches and forget it – at least for a time.



Funding for Pasifika activities

The national Komiti Pasifika is allocated an annual budget for costs such as meetings, travel and networking.

Regional funding

All 24 regions of PPTA are provided with a capitation grant to fund regional activities. Regions use these funds for meetings, catering and member education, and for other costs such as leave without pay for attendance at seminars.

Regional Pasifika network activities are funded from regional funds. While most Pasifika teachers are based in the Auckland, Wellington, Hutt Valley and Canterbury regions, there are Pasifika teachers scattered throughout all 24 regions of PPTA. In recent years Auckland, Wellington and Hutt Valley regions have supported their Pasifika networks, and Canterbury has indicated that it will also allot regional funds for this purpose.

Travel and accomodation

After authorisation from your region, travel and accommodation may be arranged through PPTA national office and charged back to your region. For travel by car, a rental car must be booked if the distance is more than 140 kilometres.

Professional development

For attendance at professional development conferences, Pasifika conferences, PPTA's annual conference and regional conferences always apply to your school's professional development budget first.

Relationships with other organisations

Ministry of Education (Pasifika education) - www.minedu.govt.nz

Komiti Pasifika receives communications from Pasifika education and is currently seeking to establish a regular meeting with Pasifika education staff to exchange ideas and issues. *Talanoa Ako: Pacific Education Talk* is its publication which focuses on what is happening in Pasifika education and reports on new programmes and initiatives.

CTU Komiti Pasefika - www.union.org.nz/about/pasefika.html

PPTA Komiti Pasifika has a member on the CTU Komiti Pasefika, which is made up of Pasifika representatives from CTU affiliate unions. The aim of the CTU Komiti Pasefika network is to educate current and potential union activists. It also encourages the involvement of Pasifika union members through providing the opportunity to network, providing union education and advice, and seeking recognition from relevant bodies in order to influence them and participate in decision and policy making to meet the demands of Pasifika people.

The Council of Pacific Education (COPE)

COPE is the Pacific sub-regional arm of Education International (EI), the world body of teachers' organisations. As the South Pacific regional organisation of teacher unions, COPE is made up of affiliate unions in Papua New Guinea, Solomon Islands, Australia, New Zealand, Vanuatu, Fiji, Tonga, Cook Islands, Samoa, Tuvalu, Kiribati and New Caledonia. From 2001 to 2005 New Zealand was represented by PPTA member of the Wellington area Komiti Pasifika, Vernon Tile, as COPE vice-president. From 2006 to 2008 PPTA's Ana Rees was assistant women's co-ordinator. In August 2008 PPTA sent a delegation, including Komiti Pasifika and Te Huarahi representation, to the COPE round table and biennial conference. In 2010 COPE held a smaller conference which the PPTA president attended.

PPTA and NZEI have jointly hosted the two recipients of the Alisi Fusi Wightman scholarship, which is conducted by COPE and funded by PPTA, NZEI and the Australian Education Union (AEU).

The scholarship is offered biennially and is open to women nominated by COPE affiliate unions in the Pacific. The recipients are hosted by the New Zealand and Australian unions for a week each.

The last time the recipients were Jane Kora from the Cook Islands Teachers Institute and Mere Moci from the Fijian Teachers' Association. During their time with PPTA they visited schools and engaged in union activities in Wellington, Whanganui and Auckland.

Ministry of Pacific Island Affairs - www.minpac.govt.nz

Racial harassment in schools

Definition of racial harassment

The Human Rights Commission defines racial harassment as behaviour that is uninvited and humiliates, offends or intimidates someone because of their race, colour or ethnic or national origin. It can involve language, written or visual material or a physical act. The behaviour usually has to be repeated, however there will be times when the behaviour is so significant, or has such a detrimental effect on the person it is directed at, that even one incident will be considered unlawful.

Behaviour that may amount to racial harassment includes the following.

- Derogatory remarks about a person’s ethnic group, the colour of their skin, or the place they were born.
- Name calling including making up names or using derogatory names that are associated with a person’s ethnicity.
- Comments about what a person eats, or their cultural practices, food, dress or religion.
- Embarrassing or offensive jokes related to a person’s ethnicity.
- A teacher making racial remarks to a student or casting racial slurs by referring negatively to their ethnicity, skin colour, place of origin. For example, “they may have done things like this in the bush where you came from” or “a black boy like you wouldn’t understand this”.
- Display of posters, pictures or graffiti of a racial nature which could reasonably be expected to offend.

Under the Human Rights Act 1993 these behaviours can amount to racial harassment if they are repeated or sufficiently serious to have a detrimental effect on the person who is the subject of them. The effect of the harassment may be evident in a variety of ways, for example absenteeism, changes in behaviour, mood changes, lower productivity or work quality. The Human Rights Act 1993 makes racial harassment unlawful. Racial harassment leads to lost learning opportunities and discourages confident and respectful relationships within the school community.

Effects of racial harassment

The effect on the recipient is invariably negative. In the school setting racial harassment can affect academic performance, undermine people’s confidence and leave them feeling fearful, humiliated, angry or ashamed of their origins. In some instances, people remain scarred for life. It will almost always create an unpleasant atmosphere and render boards of trustees liable for the actions of the harassers.



Racial harassment can affect a person’s feelings of self-worth and reduce their self-confidence. It can distract them from their study or work and affect their health. The psychological impact can remain for many years and influence many aspects of their life. It can affect how they perform at school or in their job and can lead to loss of educational or employment opportunities, absenteeism and truancy.

A person who racially harasses another can become the object of a complaint to the board of trustees, a personal grievance or a complaint to the Race Relations Office.

Racial harassment policy and procedures

There are considerable benefits to having a racial harassment policy and procedures in the school community.

For students such policies and procedures can:

- lead to an environment free from racial harassment, where they feel physically and emotionally safe, without barriers to educational achievement.
- enhance the learning environment and maximise their educational opportunities.
- help to reduce absenteeism – students experiencing harassment will have a forum in which to discuss their concerns and a process to work towards a resolution, allowing them to feel comfortable in the school environment rather than removing themselves from it.
- help students who are the designated contact people to gain important life skills.
- educate and warn students and staff who may be potential harassers by changing the climate in the school and lessening the possibility of such behaviour.

For staff such policies and procedures can:

- help to provide an environment that is free from racial harassment, where they can feel physically and emotionally safe.
- increase job satisfaction and reduce stress levels thus contributing to a more harmonious work environment.
- provide a process that ensures any complaints are dealt with fairly, in confidence and without bias.

For boards of trustees such policies and procedures can:

- help to avoid behaviours that could lead to costly law suits.
- reduce or remove their liability as employers should a racial harassment case



proceed under the Human Rights Act 1993 or the Employment Relations Act 2000.

- demonstrate to students, parents and the wider community that the school is committed to providing a positive learning environment which values cultural diversity, is free of racial harassment and enhances the public image of the school.
- assist in meeting the charter requirements specified in the *National Education Guidelines* to provide a safe physical and emotional environment.
- help the board to deal with potentially difficult situations.
- reduce absenteeism and increase job satisfaction for staff, thereby reducing costs related to sick and other leave.

The school community - a racial harassment free zone

The Human Rights Commission in 2001 put together an excellent resource specifically designed to help schools put in place a programme on racial harassment. The programme is designed to increase awareness and change attitudes so that the school becomes free of racial harassment. This resource is designed to help schools develop a culture in which everybody feels safe and secure in their own identity and able to confide in, and be understood by, their teachers and fellow pupils.

It includes the following information about how to make the school community into a racial harassment free zone.

- A guide to policy and practices.
- The co-ordinator’s handbook.
- A contact person’s handbook.

The resource is available from the commission free of charge to schools and can also be found on the Human Rights Commission website: <http://www.hrc.co.nz/index.php?p=13830>.



Equal employment opportunities

PPTA has a strong commitment to promoting equal employment opportunities (EEO) for all. We want to see workplaces which enable and encourage the development of all staff, workplaces which are free from discrimination, and which provide safe and healthy working conditions for a diverse and changing workforce.

Employers have a moral obligation to treat their employees fairly and well. The principles of social justice have application in schools as elsewhere. Developing and implementing an EEO programme is an effective way of removing inequality and discrimination from workplaces. Schools need to cater for a range of staff with differing abilities, skills, attitudes and career aspirations. EEO in practice requires an appreciation of individual differences, sensitivity, flexibility and an understanding of how to meet the diverse needs of a range of staff.

Process rather than issues are the main focus. Taking time to consult and involve people in the development of an EEO programme is vital to its success.

EEO and New Zealand Law

Human Rights Act 1993 (and amendments)

This act brings together the Race Relations Act 1971 and the Human Rights Commission Act 1977 and extends the areas where discrimination is unlawful.

Equal Pay Act 1972

Covers equal pay for the same job. This act has not addressed the issue of gender segregation in jobs, nor the gender pay gap.

Disabled Persons Employment Promotion Act 1960

Outlines assistance available at work to people with disabilities – and to their employers.

Disabled Persons Community Welfare Act 1975

Describes the access requirements for public buildings and legal commitments.

Parental Leave and Employment Protection Act 1987

Sets minimum standards and rights in taking leave to give birth and care for children. Paid parental leave has been available since July 2002.

State Sector Act 1988 (and amendments)

Relates to state employers and employees. “Good employer” provisions require an equal employment opportunities programme.



Bill of Rights Act 1990

Provides for freedom of expression and freedom from discrimination.

Employment Relations Act 2000 (amended 2014)

Contains personal grievance provisions, including procedures for dealing with sexual and racial harassment.

Glossary for EEO

Equal Employment Opportunities - EEO: A systematic, results-oriented set of actions that is directed towards the identification and elimination of discriminatory barriers that cause or perpetuate inequality in the employment of any person or group of persons. Equal employment opportunities ensure fair treatment for all people, free from direct or indirect discrimination.

EEO programme: An EEO programme is a planned and systematic approach to eliminating discrimination. It sets up an active process for identifying the barriers to equal employment opportunities and a plan to remove these barriers, and monitor and report on progress made.

Direct discrimination: Direct discrimination occurs when there is:

- less favourable treatment in comparison to another person of a different group, or
- less favourable treatment on the basis of a characteristic or presumed characteristic that is associated with the group the person comes from (eg. ethnic origin, gender, marital status, family status, age, sexual orientation, sexuality or religion).

Systemic discrimination: Where an entire network of rules and practices disadvantages one group and advantages another.

Affirmative action: Any positive action that is taken to make up for past disadvantage or discrimination, so that everyone may have an equal chance to take advantage of opportunities.

Victimisation: Treating people unfairly in any way because they exercised their right to lodge a complaint, or because they supported someone else who acted on those rights.



Employment relations education - Mahi tika

Background

The Employment Relations Act 2000 (*amended 2014*) provides paid leave to eligible employees to undertake employment relations education (ERE). Eligible employees are union members who are covered by, or bargaining for, collective agreements.

Entitlement

ERE leave is a collective entitlement held and administered by unions and allocated to employees. The leave can be used only for education that is approved under section 72 of the act. This ensures that all courses provide good quality and relevant ERE.

The entitlement to ERE leave under the Employment Relations Act 2000 can be exercised only in respect of approved courses of ERE. These ERE courses must meet the objectives of the act.

Aim

The Employment Relations Act’s objective is to build productive employment relationships through the promotion of mutual trust and confidence. The aim of ERE is, therefore, to increase participants’ skills and knowledge of employment matters, to improve relationships in the workplace and enable employers, employees and unions to deal with each other in good faith.

Mahi tika

PPTA offers a series of ERE courses (called Mahi tika) and details of these are available from your field officer. Mahi tika courses are great and Pasifika network members are strongly encouraged to participate in them whenever possible. **Specific Mahi tika courses for Pasifika members are also run, usually in Auckland.** However Pasifika members from outside the region can also attend. The CTU also runs Pasifika member ERE approved courses and fono that PPTA members can attend.

Membership Education Programme

A PPTA booklet (orange-covered) entitled *Membership Education Programme* includes administrative guidelines on applying for and using ERE leave and funding. However the first port of call for information and eligibility to attend ERE courses is your local PPTA field office.



Collective Agreements

PPTA negotiates five collective agreements:

1. The Secondary Teachers' Collective Agreement (STCA) covers about 17,000 secondary teachers and the STCA bargaining is always a major event in the life of PPTA as this is our largest collective agreement and sets the rates that are the basis for area school teachers. The last bargaining round however saw the end of the unified pay scale and pay rates do not automatically flow on to area school or primary teachers. The current STCA expired on 31 June 2015. One of the claims put forward by Pasifika members in the last round was successful and schools are currently applying for their first round of 30 release days for teachers to attend Polyfests with their students.
2. The Area Teachers' Collective Agreement (ASTCA) is jointly bargained by PPTA and NZEI jointly and will expire on 23 November 2015. Bargaining was greatly complicated last round by the new separate secondary and primary pay scales. The 30 Polyfest days won previously (see STCA above) are also open to area school teachers (via application by school principals).
3. The Secondary Principals' Collective Agreement (SPCA) will expire on 31 March 2016. In the last negotiations, SPANZ claimed bargaining agent status for its member principals and joined in the bargaining of the agreement (with PPTA taking the lead advocate role). In the event, this proved quite effective and it is likely that bargaining will be conducted jointly again next year.
4. The Area Principals' Collective Agreement (ASPCA) will expire in June 2016. Both NZEI and SPANZ will be involved in bargaining and the claims process will follow the primary and secondary principal settlements.
5. The Adult and Community Education Staff Collective Agreement (ACE CA) is also negotiated by PPTA. It covers the (sadly much diminished) workforce of tutors and co-ordinators of evening (ACE) classes and the current agreement expires in March 2016.

Pasifika resources

Learning Media

A comprehensive list of all the Pasifika learning materials published by Learning Media for the New Zealand Ministry of Education over the past 25 years is available from:

Learning Media Distribution Centre
 PO Box 3292 Facsimile: +64 4 568 3584
 Wellington Email: orders@learningmedia.co.nz

Between 1947 and 1973, the New Zealand Department of Education published learning materials in Samoan, Cook Islands Māori, Tokelauan, Niuean and English for schools in the Pacific. Since 1976, the Ministry of Education has published Pasifika language materials for schools in New Zealand. Learning Media publishes these materials in five Pasifika languages for the ministry for free distribution to target audiences in New Zealand schools and early childhood education services.

These materials are published in Samoan, Cook Islands Māori, Tongan, Tokelauan and Niuean – and, since all children in New Zealand schools need learning materials from time to time about the Pacific and about Pasifika communities in New Zealand, Pasifika learning materials are also occasionally published in New Zealand Māori and English.

For information about new Pasifika learning materials published for the New Zealand Ministry of Education by Learning Media, please refer to issues of Resource Link in the mid-monthly Education Gazette:

email info@learningmedia.co.nz
 or access <http://www.learningmedia.co.nz>.

Once in the site you can do a search for any specific kind of resource, ie, a search with the word "Pacific" brings up over 80 links to specific resources.

Pacific Education Centre (PEC)

PEC is the new name for the Pacific Island Education Resource Centre and is situated in Auckland. It provides a wide variety of Samoan, Tongan, Niuean and Cook Island educational resources, and also provides educational courses and programmes.

Visit <http://www.pec.ac.nz>

PEC can also be contacted by phone at: 09 270 1003.

Publications with a Pasifika focus

Leo Pasifika: News from the Ministry of Pacific Island Affairs.

Folauga: A Samoan journal with short plays, poetry, fagogo. (*discontinued 2012*)

Many Voices: Professional journal published in English for teachers.

Tupu: Series of books and audio cassettes published in Cook Islands Māori, Niuean, Samoan, Tokelauan and Tongan. (*discontinued 2012*)

Spasifix: Pacific lifestyle magazine including cultural and social issues.

Toktok: Newsletter put out by Auckland University Centre for Pacific Studies.

Ministry of Education Pasifika and ESOL Resources:

http://leap.tki.org.nz/Ministry-of-Education_Pasifika-and-ESOL-resources

Language Enhancing the Achievement of Pasifika (LEAP):

<http://leap.tki.org.nz/Pasifika-languages-in-schools>

Bilingual Leo Coalition

PPTA website and publications

The PPTA website www.ppta.org.nz has a Pasifika members section which provides information, links and forum facilities for Pasifika members. Visit:

<http://www.ppta.org.nz/index.php/who-we-are/komiti-pasifika>

PPTA written publications include:

- *The Collective News* (distributed to branches for all members)
- *The PPTA News* (distributed to branches for all members)
- The PPTA information sheets:
 - *Field officers*
 - *Fixed term agreements*
 - *Flexible work entitlements*
 - *Interacting with students*
 - *Maternity grant*
 - *Parental leave*
 - *Rest and meal breaks*
- *Guidelines to assist Boards of Trustees to Meet Their Good Employer Obligations to Māori*
- *Membership Education Programme*
- *Safe Schools Guidelines*
- *Surplus Staffing Handbook*
- *PPTA Pasifika Handbook*
- *PPTA Women's Handbook*
- *The PPTA School Anti-violence Toolkit 2012*
- *PLD Toolkit*
- *Change Management Toolkit*



Abbreviations and glossary

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|-----------------------|--|
| ACTU | Australian Council of Trade Unions. |
| APEC | Asia Pacific Economic Cooperation. |
| APRO | Asian Pacific Regional Organisation (of ICFTU). |
| COPE | Council of Pacific Education (Pacific arm of EI). |
| ECPL | Early Childhood Pacific Link. |
| EI | Education International. |
| FAGASA | National Organisation of Samoan Language Teachers. |
| ICFTU | International Confederation of Free Trade Unions. |
| KP | Komiti Pasifika of PPTA. |
| KP of CTU | Komiti Pasefika of NZ Council of Trade Unions. |
| Learning Media | Publishers of Pacific Islands resources provided free to state and state integrated schools. |
| NZCTU | New Zealand Council of Trade Unions. |
| PAG | Pacific Advisory Group. |
| PEC | Pacific Education Centre (originally PIERC). |
| RUPE | Research Unit in Pacific Education. |
| SEMO | Strengthening Education in Mangere and Otara Project. |
| SPOCTU | South Pacific and Oceanic Council of Trade Unions (Pacific arm of APRO). |



PPTA staff – your resource people

For further information or for advice and guidance, consult the advisory officer or your local PPTA field office.

Advisory officer: Pasifika: Doug Clark

PPTA National Office
 PO Box 2119
 Wellington 6140
 Ph (04) 913 4229
 Email dclark@ppta.org.nz

Field offices

Auckland
 Level 1, 4 Western Springs Road, Morningside, Auckland
 PO Box 52 006, Auckland 1352
 Ph (09) 815 8610, Fax (09) 815 8612
 Email auckland@ppta.org.nz

Hamilton
 Level 1, 650 Te Rapa Road, Te Rapa, Hamilton
 PO Box 20 294, Hamilton 3241
 Ph (07) 849 0168, Fax (07) 849 1794
 Email hamilton@ppta.org.nz

Palmerston North
 Level 2 Guardian Trust House, cnr The Square and Main Street, Palmerston North
 PO Box 168, Palmerston North 4440
 Ph (06) 358 4036, Fax (06) 358 4055
 Email palmerston@ppta.org.nz

Christchurch
 Level 1, 501 Papanui Road, Papanui, Christchurch
 Ph (03) 366 6524 Fax (03) 379 4011
 Email christchurch@ppta.org.nz

Dunedin
 Level 1 Queen’s Garden Court, 3 Crawford Street, Dunedin
 PO Box 1561, Dunedin 9054
 Ph (03) 477 1311, Fax (03) 477 1804
 Email dunedin@ppta.org.nz



Other important contacts

New Zealand Council of Trade Unions (NZCTU)

Email: ctu@nzctu.org.nz

Website: www.union.org.nz

Ministry of Pacific Island Affairs

Website: www.minpac.govt.nz

Ministry of Education

Website: www.minedu.govt.nz

Human Rights Commission

Website: <http://www.hrc.co.nz/index.php>

Learning Media

Website: <http://www.learningmedia.co.nz>

NZCER

Website: <http://www.nzcer.org.nz>

COPE

Email: cope@connect.com.fj

